

Effective Practices for Second Language Learners

Walsh Family Services
June 2010

Lesson Preparation

- Clear content objectives written on the board

 - Shared at the beginning of the lesson

 - Assessed at the end of the lesson

- Clear language objectives written on the board

 - Shared at the beginning of the lesson

 - Assessed at the end of the lesson

- Concepts to be taught should be

 - Age appropriate and language age appropriate

- Supplementary materials aide in comprehension

 - Charts, graphs, pictures, real objects, manipulatives, media

 - Provide demonstrations whenever possible

- Content adapted

 - Graphic organizers, outlines, labels, study guides, adapted text

- Opportunities for practice in listening, speaking, reading and writing

Activity One

Build on what the students know

New concepts should be linked to what the student already knows

- Their personal, cultural and academic experiences

- Do not assume that students all know the same stuff

- (Think about what makes a test culturally biased)

Make explicit links between past learning and new concepts

- Build on prior knowledge

- Do not assume that students will make the links themselves

- Make explanations in a variety of ways

- Use multiple examples

Emphasize key vocabulary

- Present new vocabulary in context

- Limit the number of vocabulary items

- Use labeling extensively

Activity Two

Comprehensible Input

Use speech that is appropriate for the students

- KISS principle (Keep it simple, sir!)

- No mysteries or secrets

- Positive questioning technique

Make your explanations clear

- Numbered steps

- Visual representations

- Teacher or student demonstrations

- Total physical response

Use a variety of techniques, approaches and examples

- Focus on critical concepts

- Demonstrate and teach strategies (predicting, summarizing)

- Provide context

Activity Three

Learning Strategies

Teach/provide opportunities for students to use learning strategies

“This would be a good time to use our note taking plan.”

“Use (these) headings and sub-headings in your notes.”

“Use copy, cover, check on these spelling words.”

Consistently use scaffolding techniques

Break tasks down into simple steps

Show an example of the finished product before starting

Offer hints or partial answers or verbal cues

Teach chants, songs, mnemonic devices

Use timelines, charts, graphic organizers (etc.)

Fade as mastery develops

Use a variety of questioning techniques

Use the positive questioning technique

Use questions that promote higher level thinking skills

Activity Four

Student Interactions

Provide frequent opportunity to apply higher level thinking skills

Analyze, evaluate, create

Provide student groupings which encourage language

Cooperative groups, buddies, pairs, large and small group

Encourage discussion and demonstration

Provide ample wait time for responses

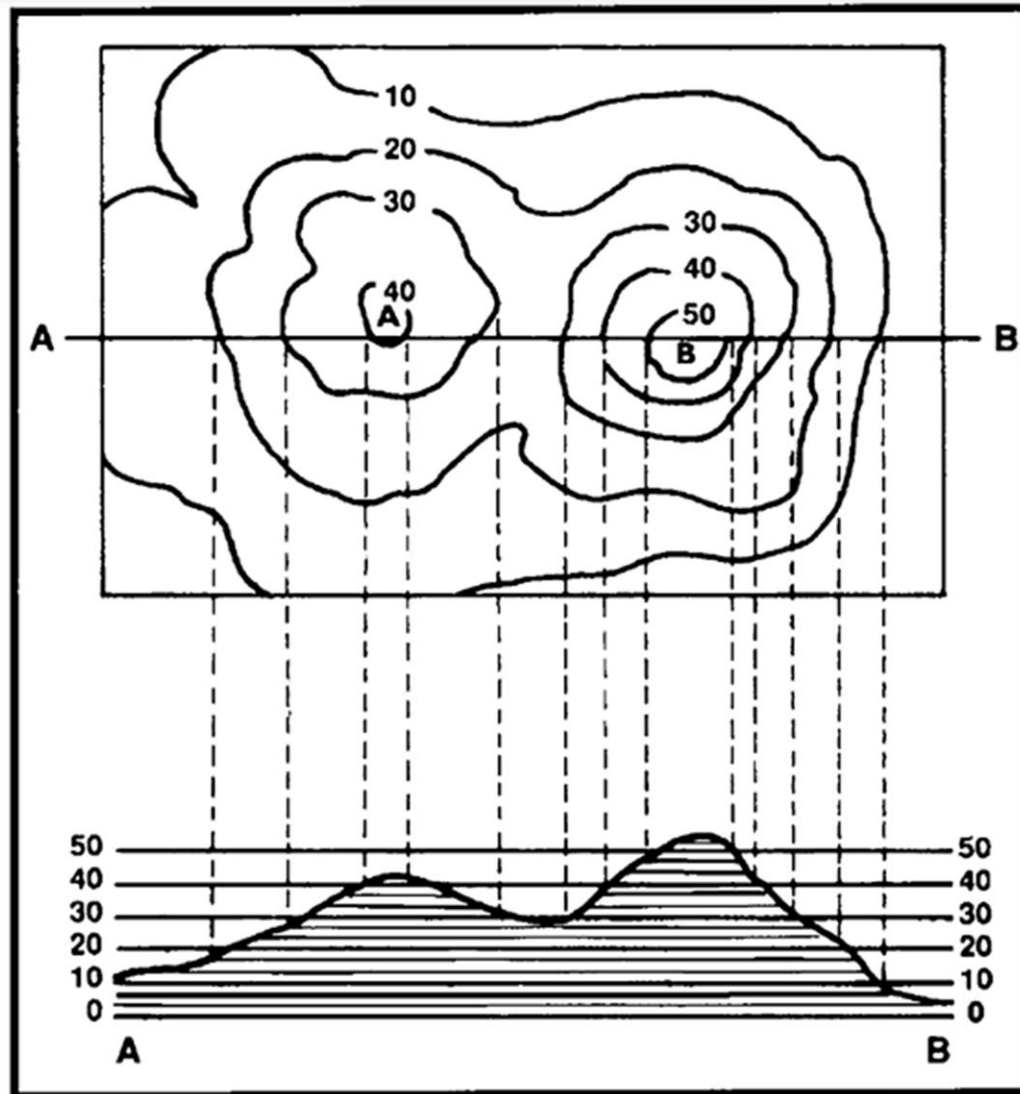
Second language is a slow process

Provide opportunities for clarification in native language if possible

Pair bilingual students with monolingual newcomers

Remember, the goal is learning (No secrets!)

Activity Five



Contour Lines

Application

Use it or lose it!

Students should always have hands-on practice

Activities should allow students to apply content and language knowledge

Activities should address all four language skills

Listening

Speaking

Reading

Writing

Forget fifty minute lectures!

Activity Six

Lesson Delivery

The lesson is focused on the content objectives

Activities promote the language objectives

Students are actively engaged 90 to 100% of the lesson period

Pacing is appropriate to the students' ability level

(More intuitive skills?)

Review/Assessment

Frequent review is integral to building on prior knowledge
Can be part of your introduction to the lesson objectives

The positive questioning technique is a form of instant review

Assess students in a variety of ways

As you give input in a variety of ways, assess in a variety of ways
Provide students every opportunity to demonstrate their learning
Senior English, Buhl High School

- Rap

- Film of scene

- Act out a scene

- Interview Lady Macbeth (In Spanish)

Don't forget to review the lesson objectives

Activity Seven